

## CHESTER PARK COMPLEX

835 Lancaster Highway  
Chester, South Carolina 29706

**GRADES** PK-5 Elementary School

**ENROLLMENT** 1,703 Students

**PRINCIPAL** Nancy Coleman 803-581-7282

**SUPERINTENDENT** Dr. Barry E. Campbell 803-385-6122

**BOARD CHAIR** Mrs. Denise C. Lawson 803-581-6224

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	40	54	5	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Below Average	N/A
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Unsatisfactory	Yes

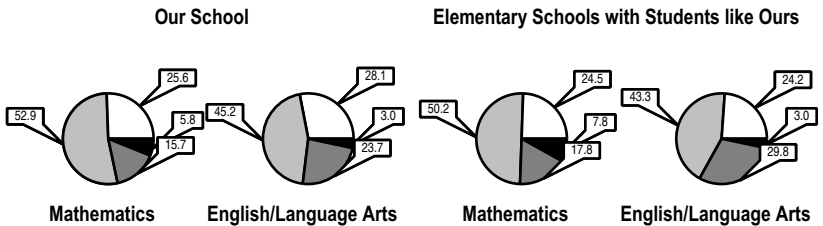
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

66.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	881	99.9	27.9	44.9	23.6	3.6	39.4	Yes	Yes
Gender									
Male	453	99.8	31.4	43.7	22.0	3.0	36.6		
Female	428	100.0	24.3	46.2	25.2	4.3	42.3		
Racial/Ethnic Group									
White	355	99.7	14.8	45.9	33.7	5.5	53.5	Yes	Yes
African-American	518	100.0	36.9	44.0	16.7	2.4	29.9	Yes	Yes
Asian/Pacific Islanders	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	753	100.0	27.0	45.5	24.0	3.4	40.1		
Disabled	128	99.2	33.1	41.1	21.0	4.8	35.5	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	881	99.9	27.9	44.9	23.6	3.6	39.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	881	99.9	27.9	44.9	23.6	3.6	39.4		
Socio-Economic Status									
Subsidized meals	595	100.0	34.0	47.0	17.4	1.6	30.0	Yes	Yes
Full-pay meals	285	99.7	15.4	40.5	36.2	7.9	58.8		

Mathematics - State Performance Objective = 15.5%									
All Students	881	99.9	25.6	52.6	15.7	6.1	36.7	Yes	Yes
Gender									
Male	453	99.8	24.5	52.2	16.0	7.3	36.8		
Female	428	100.0	26.7	53.1	15.4	4.8	36.5		
Racial/Ethnic Group									
White	355	99.7	16.9	49.4	22.4	11.3	50.3	Yes	Yes
African-American	518	100.0	31.7	54.6	11.2	2.6	27.1	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	753	100.0	22.5	53.6	17.3	6.6	39.8		
Disabled	128	99.2	43.5	46.8	6.5	3.2	18.5	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	881	99.9	25.6	52.6	15.7	6.1	36.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	881	99.9	25.6	52.6	15.7	6.1	36.7		
Socio-Economic Status									
Subsidized meals	595	100.0	31.4	55.4	10.8	2.4	26.5	Yes	Yes
Full-pay meals	285	99.7	13.6	47.0	25.8	13.6	57.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	309	100.0	30.2	41.2	26.2	2.3	28.6
	<b>Grade 4</b>	323	99.4	30.4	47.6	20.8	1.3	22.0
	<b>Grade 5</b>	330	99.4	40.7	44.7	14.3	0.3	14.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	275	100.0	19.7	40.9	33.2	6.2	39.4
	<b>Grade 4</b>	293	99.7	32.1	49.3	17.6	1.0	18.6
	<b>Grade 5</b>	313	100.0	32.9	49.0	16.5	1.6	18.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	309	100.0	17.9	54.5	19.6	8.0	27.6
	<b>Grade 4</b>	323	99.7	22.9	45.5	22.6	8.9	31.5
	<b>Grade 5</b>	330	99.4	30.7	46.9	15.5	6.8	22.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	275	100.0	18.2	60.6	15.7	5.5	21.2
	<b>Grade 4</b>	293	99.7	30.0	50.3	14.5	5.2	19.7
	<b>Grade 5</b>	313	100.0	29.7	48.7	15.5	6.1	21.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 1,703)				
First graders who attended full-day kindergarten	95.6%	N/C	100.0%	100.0%
Retention rate	2.8%	N/A	3.5%	2.7%
Attendance rate	97.3%	Up from 94.3%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.3%		5.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.3%		3.5%	3.5%
Eligible for gifted and talented	7.7%	Up from 5.9%	11.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.7%	Up from 5.4%	9.5%	8.2%
Older than usual for grade	1.8%	Down from 2.5%	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 1.0%	0.0%	0.0%

Teachers (n= 122)				
Teachers with advanced degrees	56.6%	Up from 51.8%	47.7%	51.4%
Continuing contract teachers	92.6%	Up from 87.9%	88.0%	87.5%
Highly qualified teachers**	94.4%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	0.9%		0.0%	0.0%
Teachers returning from previous year	88.0%	Up from 86.5%	86.4%	86.7%
Teacher attendance rate	93.9%	Up from 93.0%	94.6%	94.9%
Average teacher salary	\$40,239	Up 4.4%	\$39,923	\$40,760
Prof. development days/teacher	9.0 days	Down from 15.4 days	12.9 days	12.4 days

School				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 18.0 to 1	18.6 to 1	18.9 to 1
Prime instructional time	89.4%	Up from 86.1%	89.4%	90.0%
Dollars spent per pupil*	\$5,220	Up 4.2%	\$6,002	\$6,044
Percent of expenditures for teacher salaries*	72.7%	Down from 74.1%	65.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	87.4%	Up from 77.2%	99.0%	99.0%
SACS accreditation	Yes	Up from No	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Our superintendent, Dr. Barry Campbell, had a vision to create smaller, community schools-within-a-school to foster parent-friendly environments. For the 2003-04 school year, Chester Park Complex was arranged into three schools: Chester Park Primary, Chester Park Intermediate, and Chester Park Year-Round. Staffs at the three schools were also involved in the initiative to develop and research a well-articulated curriculum in all core subject areas, based on the South Carolina Curriculum Standards. By 2005-06, there will be an Inquiry-based Year-Round School, and two K-5 magnet schools — a fine arts magnet and a communications/technology magnet.

Chester Park Primary, a SC Exemplary Writing School, served 640 students, in grades pre-kindergarten through two. The School Improvement Council and staff have focused during 2003-04 on the following goals: improve student achievement for all students, research and identify themes for K-5 magnet schools to be implemented in 2005-06, implement an acceleration/enrichment program for students performing at or above grade level, improve the early childhood curriculum through self assessment using the Early Childhood Environment Rating Scale (ECERS), and Creative Curriculum. Chester Park Primary's pre-kindergarten and kindergarten instruction is based on Creative Curriculum. Additionally, district language arts and math curricula, based on PACT standards, guide instruction in PreK-2. Inquiry based, hands-on science kit instruction is used. Students receive instructional support through a variety of programs.

Chester Park Intermediate is also a SC Exemplary Writing School. A unique feature of the Intermediate School is the variety of instructional delivery, including classes in which one teacher teaches all subjects, team teaching, and departmentalization. Recently the Intermediate staff underwent Curriculum Calibration sponsored by Dataworks Educational Research. Results confirmed that nearly all work assigned to students was on or above grade level in the four core subjects, based on South Carolina Curriculum Standards. Teachers also received staff development in the area of the most recent brain research-based instructional practices, as well as the research and visitation in preparation for magnet schools. Parents have been offered numerous workshops and surveyed extensively as the Intermediate School moves toward fine arts and communication/technology magnets to provide students with the appropriate learning opportunities to meet individual needs.

Some of the special features of Chester Park Year-Round School are: a family-oriented environment; an emphasis on academics, cooperation, respect, and responsibility; projects based on students' interests; smaller student body; remediation and enrichment during intersessions; grade level field trips, student involvement and leadership opportunities; and student recognition for achievement, behavior, and attendance. We are also proud of the following accomplishments: Recipient of the Reading First Grant and the Red Carpet Award from the South Carolina State Department of Education. The ultimate goal is for our staff, parents, and students to feel welcome and respect and trust one another.

During 2004-05, community-building activities within and beyond the school will be implemented to increase parental involvement, to strengthen unity among faculty members, and to build connections with the business community. Methods to extend quality-learning time will be explored through year-round school, transitional and multiage classrooms, and team teaching.

Dr. Nancy Coleman, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	107	292	116
<b>Percent satisfied with learning environment</b>	94.2%	73.8%	71.4%
<b>Percent satisfied with social and physical environment</b>	93.4%	58.9%	73.0%
<b>Percent satisfied with home-school relations</b>	60.7%	78.0%	66.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.